

Item Disaggregation for:
Student Behavior
from Web Survey Public Education Engagement
South Carolinians Speak Out
Prepared for the Education Oversight Committee

by

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July 2009

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Item Disaggregation: *Control over Behavior*

School Level: Extrapolated from Grade Level Responses

Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000

Ethnicity: Responses to Demographic Questions

Poverty Level: estimated from Zip codes/US Census 2000

July 2009

Question:

...a number of factors ... may be important in determining if a school is doing well. How important is control over student behavior?

Web Survey Crosstab – School Level ^{Note}

			level				Total
			Preschool	Elementary	Middle	High School	
Control over student behavior	Critical	Count	61	507	337	605	1510
		% within level	59.2%	57.9%	55.3%	57.9%	57.3%
	Very Important	Count	36	256	190	319	801
		% within level	35.0%	29.2%	31.2%	30.5%	30.4%
	Important	Count	6	106	77	107	296
		% within level	5.8%	12.1%	12.6%	10.2%	11.2%
	Not Very Important	Count	0	6	5	6	17
		% within level	.0%	.7%	.8%	.6%	.6%
	Not at All Important	Count	0	0	0	4	4
		% within level	.0%	.0%	.0%	.4%	.2%
	Don't Know	Count	0	1	0	4	5
		% within level	.0%	.1%	.0%	.4%	.2%
Total	Count	103	876	609	1045	2633	
	% within level	100.0%	100.0%	100.0%	100.0%	100.0%	

Note: School level was extrapolated from responses to questions about specific grades. The levels were created based on the following formula:

- Preschool = Preschool/4K
- Elementary = K-5
- Middle=6-8
- High=9-12

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Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000

Ethnicity: Responses to Demographic Questions

Poverty Level: estimated from Zip codes/US Census 2000

July 2009

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Control over student behavior	Critical	Count	2723	390	3113
		% within rural	59.3%	61.2%	59.5%
	Very Important	Count	1350	185	1535
		% within rural	29.4%	29.0%	29.3%
	Important	Count	480	55	535
		% within rural	10.4%	8.6%	10.2%
	Not Very Important	Count	27	5	32
		% within rural	.6%	.8%	.6%
	Not at All Important	Count	4	2	6
		% within rural	.1%	.3%	.1%
	Don't Know	Count	10	0	10
		% within rural	.2%	.0%	.2%
Total	Count	4594	637	5231	
	% within rural	100.0%	100.0%	100.0%	

Item Disaggregation: *Control over Behavior*

School Level: Extrapolated from Grade Level Responses

Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000

Ethnicity: Responses to Demographic Questions

Poverty Level: estimated from Zip codes/US Census 2000

July 2009

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Control over student behavior	Critical	Count	2389	328	30	2747
		% within ethnicity	59.6%	60.9%	68.2%	59.9%
	Very Important	Count	1201	139	9	1349
		% within ethnicity	30.0%	25.8%	20.5%	29.4%
	Important	Count	383	68	4	455
		% within ethnicity	9.6%	12.6%	9.1%	9.9%
	Not Very Important	Count	23	4	0	27
		% within ethnicity	.6%	.7%	.0%	.6%
	Not at All Important	Count	3	0	0	3
		% within ethnicity	.1%	.0%	.0%	.1%
	Don't Know	Count	7	0	1	8
		% within ethnicity	.2%	.0%	2.3%	.2%
Total	Count		4006	539	44	4589
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Item Disaggregation: *Control over Behavior*

School Level: Extrapolated from Grade Level Responses

Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000

Ethnicity: Responses to Demographic Questions

Poverty Level: estimated from Zip codes/US Census 2000

July 2009

Question:

Now, think about the school your oldest child attends [where you teach]...Student behavior is a barrier to learning.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Now, think about the school your oldest child attends [where you teach]... Student behavior is a barrier to learning.	Strongly Agree	Count	1204	230	1434
		% within rural	34.5%	44.7%	35.8%
	Agree	Count	1036	145	1181
		% within rural	29.7%	28.2%	29.5%
	Disagree	Count	895	106	1001
		% within rural	25.6%	20.6%	25.0%
	Strongly Disagree	Count	359	33	392
		% within rural	10.3%	6.4%	9.8%
Total	Count	3494	514	4008	
	% within rural	100.0%	100.0%	100.0%	

Item Disaggregation: *Control over Behavior*

School Level: Extrapolated from Grade Level Responses

Community Type: Rural/Non-rural estimated from Zip codes/US Census 2000

Ethnicity: Responses to Demographic Questions

Poverty Level: estimated from Zip codes/US Census 2000

July 2009

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends [where you teach]... Student behavior is a barrier to learning.	Strongly Agree	Count	1087	193	15	1295
		% within ethnicity	34.5%	41.2%	39.5%	35.4%
	Agree	Count	900	154	13	1067
		% within ethnicity	28.6%	32.9%	34.2%	29.2%
	Disagree	Count	833	89	4	926
		% within ethnicity	26.5%	19.0%	10.5%	25.3%
	Strongly Disagree	Count	329	32	6	367
		% within ethnicity	10.4%	6.8%	15.8%	10.0%
	Total	Count	3149	468	38	3655
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Students are often given the grades of A, B, C, D, and F.

What grade would you give the public schools in your community: A, B, C, D, or F?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Students are often given the grades of A, B, C, D, and F. What grade would you give the public schools in <u>your community</u> A, B, C, D, or F?	A	Count	1260	113	1373
		% within rural	26.5%	17.7%	25.4%
	B	Count	1936	257	2193
		% within rural	40.7%	40.2%	40.6%
	C	Count	1035	164	1199
		% within rural	21.7%	25.7%	22.2%
	D	Count	318	73	391
		% within rural	6.7%	11.4%	7.2%
	F	Count	127	24	151
		% within rural	2.7%	3.8%	2.8%
	Don't know	Count	85	8	93
		% within rural	1.8%	1.3%	1.7%
Total	Count	4761	639	5400	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Students are often given the grades of A, B, C, D, and What grade would you give the public schools in <u>your community</u> A, B, C, D, or F?	A	Count	1077	103	13	1193
		% within ethnicity	26.8%	19.0%	29.5%	25.9%
	B	Count	1667	225	18	1910
		% within ethnicity	41.5%	41.4%	40.9%	41.5%
	C	Count	872	122	6	1000
		% within ethnicity	21.7%	22.5%	13.6%	21.7%
	D	Count	266	49	4	319
		% within ethnicity	6.6%	9.0%	9.1%	6.9%
	F	Count	91	25	1	117
		% within ethnicity	2.3%	4.6%	2.3%	2.5%
	Don't know	Count	47	19	2	68
		% within ethnicity	1.2%	3.5%	4.5%	1.5%
Total	Count	4020	543	44	4607	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now think about the public schools in the state of South Carolina. What grade would you give to the public schools in the state: A, B, C, D, or F?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Now think about the public schools in the state of South Carolina. What grade would you give to the <u>public schools in the state</u> : A, B, C, D, or F?	A	Count	138	34	172
		% within rural	2.9%	5.3%	3.2%
	B	Count	1082	202	1284
		% within rural	22.8%	31.6%	23.8%
	C	Count	2054	257	2311
		% within rural	43.2%	40.2%	42.8%
	D	Count	973	93	1066
		% within rural	20.5%	14.6%	19.8%
	F	Count	228	22	250
		% within rural	4.8%	3.4%	4.6%
	Don't know	Count	281	31	312
		% within rural	5.9%	4.9%	5.8%
Total	Count	4756	639	5395	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			
			White	African American	Other	
Now think about the public schools in the state of South Carolina. What grade would you give to the <u>public schools in the state</u> : A, B, C, D, or F?	A	Count	109	28	3	140
		% within ethnicity	2.7%	5.2%	6.8%	3.0%
	B	Count	952	149	9	1110
		% within ethnicity	23.7%	27.5%	20.5%	24.1%
	C	Count	1761	205	13	1979
		% within ethnicity	43.8%	37.8%	29.5%	43.0%
	D	Count	810	98	10	918
		% within ethnicity	20.2%	18.1%	22.7%	19.9%
	F	Count	176	31	3	210
		% within ethnicity	4.4%	5.7%	6.8%	4.6%
	Don't know	Count	211	31	6	248
		% within ethnicity	5.3%	5.7%	13.6%	5.4%
Total	Count	4019	542	44	4605	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

How about the public schools in the nation as a whole? What grade would you give the public schools nationally: A, B, C, D, or F?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
How about the public schools in the nation as a whole? What grade would you give the <u>public schools nationally</u> : A, B, C, D, or F?	A	Count	128	25	153
		% within rural	2.7%	3.9%	2.8%
	B	Count	1601	207	1808
		% within rural	33.7%	32.4%	33.5%
	C	Count	2071	283	2354
		% within rural	43.5%	44.3%	43.6%
	D	Count	421	57	478
		% within rural	8.9%	8.9%	8.9%
	F	Count	69	13	82
		% within rural	1.5%	2.0%	1.5%
	Don't know	Count	466	54	520
		% within rural	9.8%	8.5%	9.6%
Total	Count	4756	639	5395	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			
			White	African American	Other	
How about the public schools in the nation as a whole? What grade would you give <u>the public schools nationally</u> : A, B, C, D, or F?	A	Count	100	30	0	130
		% within ethnicity	2.5%	5.5%	.0%	2.8%
	B	Count	1393	151	19	1563
		% within ethnicity	34.7%	27.8%	43.2%	33.9%
	C	Count	1781	239	19	2039
		% within ethnicity	44.3%	44.0%	43.2%	44.3%
	D	Count	346	61	2	409
		% within ethnicity	8.6%	11.2%	4.5%	8.9%
	F	Count	42	15	0	57
		% within ethnicity	1.0%	2.8%	.0%	1.2%
	Don't know	Count	357	47	4	408
		% within ethnicity	8.9%	8.7%	9.1%	8.9%
	Total	Count	4019	543	44	4606
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

**Consider the following set of skills that may be important for young people leaving school in the 21st century.
How important are Math skills?**

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Consider the following set of skills. How important are Math skills?	Critical	Count	3591	484	4075
		% within rural	75.3%	75.6%	75.4%
	Very Important	Count	956	128	1084
		% within rural	20.1%	20.0%	20.0%
	Important	Count	208	24	232
		% within rural	4.4%	3.8%	4.3%
	Not Very Important	Count	7	2	9
		% within rural	.1%	.3%	.2%
	Not at All Important	Count	1	2	3
		% within rural	.0%	.3%	.1%
	Don't Know	Count	4	0	4
		% within rural	.1%	.0%	.1%
Total	Count		4767	640	5407
	% within rural		100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Consider the following set of skills. How important are Math skills?	Critical	Count	3008	438	35	3481
		% within ethnicity	74.8%	80.5%	79.5%	75.5%
	Very Important	Count	831	89	7	927
		% within ethnicity	20.7%	16.4%	15.9%	20.1%
	Important	Count	175	15	1	191
		% within ethnicity	4.4%	2.8%	2.3%	4.1%
	Not Very Important	Count	4	2	0	6
		% within ethnicity	.1%	.4%	.0%	.1%
	Not at All Important	Count	3	0	0	3
		% within ethnicity	.1%	.0%	.0%	.1%
	Don't Know	Count	1	0	1	2
		% within ethnicity	.0%	.0%	2.3%	.0%
Total	Count		4022	544	44	4610
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

**Consider the following set of skills that may be important for young people leaving school in the 21st century.
How important are Reading skills?**

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Consider the following set of skills. How important are Reading skills?	Critical	Count	4271	570	4841
		% within rural	89.7%	89.2%	89.6%
	Very Important	Count	428	63	491
		% within rural	9.0%	9.9%	9.1%
	Important	Count	58	4	62
		% within rural	1.2%	.6%	1.1%
	Not Very Important	Count	2	0	2
		% within rural	.0%	.0%	.0%
	Not at All Important	Count	1	2	3
		% within rural	.0%	.3%	.1%
	Don't Know	Count	4	0	4
		% within rural	.1%	.0%	.1%
Total	Count	4764	639	5403	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Consider the following set of skills. How important are Reading skills?	Critical	Count	3617	494	39	4150
		% within ethnicity	90.0%	90.8%	88.6%	90.1%
	Very Important	Count	356	43	4	403
		% within ethnicity	8.9%	7.9%	9.1%	8.7%
	Important	Count	41	6	0	47
		% within ethnicity	1.0%	1.1%	.0%	1.0%
	Not Very Important	Count	1	1	0	2
		% within ethnicity	.0%	.2%	.0%	.0%
	Not at All Important	Count	3	0	0	3
		% within ethnicity	.1%	.0%	.0%	.1%
	Don't Know	Count	1	0	1	2
		% within ethnicity	.0%	.0%	2.3%	.0%
Total	Count		4019	544	44	4607
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

**Consider the following set of skills that may be important for young people leaving school in the 21st century.
How important are Writing skills?**

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Consider the following set of skills. How important are Writing skills?	Critical	Count	3384	447	3831
		% within rural	71.2%	70.1%	71.0%
	Very Important	Count	1092	146	1238
		% within rural	23.0%	22.9%	23.0%
	Important	Count	260	43	303
		% within rural	5.5%	6.7%	5.6%
	Not Very Important	Count	15	0	15
		% within rural	.3%	.0%	.3%
	Not at All Important	Count	1	2	3
		% within rural	.0%	.3%	.1%
	Don't Know	Count	4	0	4
		% within rural	.1%	.0%	.1%
Total	Count	4756	638	5394	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Consider the following set of skills. How important are Writing skills?	Critical	Count	2823	420	31	3274
		% within ethnicity	70.4%	77.6%	70.5%	71.2%
	Very Important	Count	935	102	10	1047
		% within ethnicity	23.3%	18.9%	22.7%	22.8%
	Important	Count	242	17	2	261
		% within ethnicity	6.0%	3.1%	4.5%	5.7%
	Not Very Important	Count	8	2	0	10
		% within ethnicity	.2%	.4%	.0%	.2%
	Not at All Important	Count	3	0	0	3
		% within ethnicity	.1%	.0%	.0%	.1%
	Don't Know	Count	1	0	1	2
		% within ethnicity	.0%	.0%	2.3%	.0%
	Total	Count	4012	541	44	4597
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

**Consider the following set of skills that may be important for young people leaving school in the 21st century.
How important are skills to succeed in the workplace?**

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Consider the following set of skills. How important are skills to succeed in the workplace?	Critical	Count	3642	489	4131
		% within rural	76.5%	76.6%	76.5%
	Very Important	Count	901	114	1015
		% within rural	18.9%	17.9%	18.8%
	Important	Count	196	31	227
		% within rural	4.1%	4.9%	4.2%
	Not Very Important	Count	13	2	15
		% within rural	.3%	.3%	.3%
	Not at All Important	Count	4	2	6
		% within rural	.1%	.3%	.1%
	Don't Know	Count	6	0	6
		% within rural	.1%	.0%	.1%
Total	Count	4762	638	5400	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Consider the following set of skills. How important are skills to succeed in the workplace?	Critical	Count	3056	449	36	3541
		% within ethnicity	76.1%	82.5%	81.8%	76.9%
	Very Important	Count	771	80	7	858
		% within ethnicity	19.2%	14.7%	15.9%	18.6%
	Important	Count	174	14	0	188
		% within ethnicity	4.3%	2.6%	.0%	4.1%
	Not Very Important	Count	12	1	0	13
		% within ethnicity	.3%	.2%	.0%	.3%
	Not at All Important	Count	2	0	0	2
		% within ethnicity	.0%	.0%	.0%	.0%
	Don't Know	Count	2	0	1	3
		% within ethnicity	.0%	.0%	2.3%	.1%
Total	Count		4017	544	44	4605
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

**Consider the following set of skills that may be important for young people leaving school in the 21st century.
How important are Science skills?**

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Consider the following set of skills. How important are Science skills?	Critical	Count	2045	276	2321
		% within rural	43.1%	43.2%	43.1%
	Very Important	Count	1687	227	1914
		% within rural	35.6%	35.5%	35.6%
	Important	Count	888	119	1007
		% within rural	18.7%	18.6%	18.7%
	Not Very Important	Count	114	13	127
		% within rural	2.4%	2.0%	2.4%
	Not at All Important	Count	4	4	8
		% within rural	.1%	.6%	.1%
	Don't Know	Count	5	0	5
		% within rural	.1%	.0%	.1%
Total	Count	4743	639	5382	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Consider the following set of skills. How important are Science skills?	Critical	Count	1678	267	19	1964
		% within ethnicity	41.9%	49.5%	43.2%	42.8%
	Very Important	Count	1467	167	16	1650
		% within ethnicity	36.6%	31.0%	36.4%	35.9%
	Important	Count	768	88	8	864
		% within ethnicity	19.2%	16.3%	18.2%	18.8%
	Not Very Important	Count	86	16	0	102
		% within ethnicity	2.1%	3.0%	.0%	2.2%
	Not at All Important	Count	7	1	0	8
		% within ethnicity	.2%	.2%	.0%	.2%
	Don't Know	Count	2	0	1	3
		% within ethnicity	.0%	.0%	2.3%	.1%
Total	Count	4008	539	44	4591	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

**Consider the following set of skills that may be important for young people leaving school in the 21st century.
How important is ability to be a knowledgeable citizen?**

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Consider the following set of skills. How important is ability to be a knowledgeable citizen?	Critical	Count	3186	415	3601
		% within rural	66.9%	65.5%	66.7%
	Very Important	Count	1231	163	1394
		% within rural	25.8%	25.7%	25.8%
	Important	Count	316	51	367
		% within rural	6.6%	8.0%	6.8%
	Not Very Important	Count	21	2	23
		% within rural	.4%	.3%	.4%
	Not at All Important	Count	5	3	8
		% within rural	.1%	.5%	.1%
	Don't Know	Count	5	0	5
		% within rural	.1%	.0%	.1%
Total	Count	4764	634	5398	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Consider the following set of skills. How important is ability to be a knowledgeable citizen?	Critical	Count	2648	383	36	3067
		% within ethnicity	66.0%	70.5%	81.8%	66.6%
	Very Important	Count	1059	127	6	1192
		% within ethnicity	26.4%	23.4%	13.6%	25.9%
	Important	Count	283	30	1	314
		% within ethnicity	7.0%	5.5%	2.3%	6.8%
	Not Very Important	Count	19	3	0	22
		% within ethnicity	.5%	.6%	.0%	.5%
	Not at All Important	Count	4	0	0	4
		% within ethnicity	.1%	.0%	.0%	.1%
	Don't Know	Count	2	0	1	3
		% within ethnicity	.0%	.0%	2.3%	.1%
Total	Count		4015	543	44	4602
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

All in all, do you think the public schools in South Carolina are providing young people with the key knowledge they need?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
All in all, do you think the public schools in South Carolina are providing young people with the key knowledge they need?	Yes	Count	2328	345	2673
		% within rural	49.5%	53.9%	50.0%
	No	Count	2022	259	2281
		% within rural	43.0%	40.5%	42.7%
	Don't know	Count	355	36	391
		% within rural	7.5%	5.6%	7.3%
Total		Count	4705	640	5345
		% within rural	100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
All in all, do you think the public schools in South Carolina are providing young people with the key knowledge they need?	Yes	Count	2012	286	15	2313
		% within ethnicity	50.1%	52.5%	34.1%	50.2%
	No	Count	1723	223	26	1972
		% within ethnicity	42.9%	40.9%	59.1%	42.8%
	Don't know	Count	282	36	3	321
		% within ethnicity	7.0%	6.6%	6.8%	7.0%
Total			4017	545	44	4606
			100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is [the factor of] rates of promotion to the next grade?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Listed below are a number of [school] factors that may be important ... Rates of promotion to the next grade	Critical	Count	810	116	926
		% within rural	17.6%	18.2%	17.7%
	Very Important	Count	1529	208	1737
		% within rural	33.2%	32.6%	33.1%
	Important	Count	1616	213	1829
		% within rural	35.1%	33.4%	34.9%
	Not Very Important	Count	503	77	580
		% within rural	10.9%	12.1%	11.1%
	Not at All Important	Count	107	20	127
		% within rural	2.3%	3.1%	2.4%
	Don't Know	Count	43	4	47
		% within rural	.9%	.6%	.9%
Total	Count	4608	638	5246	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Listed below are a number of [school] factors that may be important ... Rates of promotion to the next grade	Critical	Count	631	155	12	798
		% within ethnicity	15.7%	28.7%	27.3%	17.3%
	Very Important	Count	1294	202	13	1509
		% within ethnicity	32.2%	37.3%	29.5%	32.8%
	Important	Count	1462	139	15	1616
		% within ethnicity	36.4%	25.7%	34.1%	35.1%
	Not Very Important	Count	485	37	1	523
		% within ethnicity	12.1%	6.8%	2.3%	11.4%
	Not at All Important	Count	108	6	1	115
		% within ethnicity	2.7%	1.1%	2.3%	2.5%
	Don't Know	Count	35	2	2	39
		% within ethnicity	.9%	.4%	4.5%	.8%
	Total	Count	4015	541	44	4600
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is [the factor of] annual standardized tests?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Listed below are a number of [school] factors that may be important ... Annual standardized tests	Critical	Count	262	38	300
		% within rural	5.7%	6.0%	5.7%
	Very Important	Count	764	95	859
		% within rural	16.7%	14.9%	16.5%
	Important	Count	2017	300	2317
		% within rural	44.0%	47.1%	44.4%
	Not Very Important	Count	1188	164	1352
		% within rural	25.9%	25.7%	25.9%
	Not at All Important	Count	337	39	376
		% within rural	7.4%	6.1%	7.2%
	Don't Know	Count	16	1	17
		% within rural	.3%	.2%	.3%
Total	Count	4584	637	5221	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Listed below are a number of [school] factors that may be important ... Annual standardized tests	Critical	Count	185	56	10	251
		% within ethnicity	4.6%	10.4%	22.7%	5.5%
	Very Important	Count	596	125	11	732
		% within ethnicity	14.9%	23.1%	25.0%	16.0%
	Important	Count	1818	229	14	2061
		% within ethnicity	45.5%	42.4%	31.8%	45.0%
	Not Very Important	Count	1091	99	5	1195
		% within ethnicity	27.3%	18.3%	11.4%	26.1%
	Not at All Important	Count	294	31	3	328
		% within ethnicity	7.4%	5.7%	6.8%	7.2%
	Don't Know	Count	11	0	1	12
		% within ethnicity	.3%	.0%	2.3%	.3%
	Total	Count	3995	540	44	4579
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is control over student behavior?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Listed below are a number of [school] factors that may be important ... Control over student behavior	Critical	Count	2723	390	3113
		% within rural	59.3%	61.2%	59.5%
	Very Important	Count	1350	185	1535
		% within rural	29.4%	29.0%	29.3%
	Important	Count	480	55	535
		% within rural	10.4%	8.6%	10.2%
	Not Very Important	Count	27	5	32
		% within rural	.6%	.8%	.6%
	Not at All Important	Count	4	2	6
		% within rural	.1%	.3%	.1%
	Don't Know	Count	10	0	10
		% within rural	.2%	.0%	.2%
Total	Count	4594	637	5231	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Listed below are a number of [school] factors that may be important ... Control over student behavior	Critical	Count	2389	328	30	2747
		% within ethnicity	59.6%	60.9%	68.2%	59.9%
	Very Important	Count	1201	139	9	1349
		% within ethnicity	30.0%	25.8%	20.5%	29.4%
	Important	Count	383	68	4	455
		% within ethnicity	9.6%	12.6%	9.1%	9.9%
	Not Very Important	Count	23	4	0	27
		% within ethnicity	.6%	.7%	.0%	.6%
	Not at All Important	Count	3	0	0	3
		% within ethnicity	.1%	.0%	.0%	.1%
	Don't Know	Count	7	0	1	8
		% within ethnicity	.2%	.0%	2.3%	.2%
Total	Count		4006	539	44	4589
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is high school graduation rate?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Listed below are a number of [school] factors that may be important ... High school graduation rate	Critical	Count	2166	294	2460
		% within rural	47.0%	46.1%	46.9%
	Very Important	Count	1634	230	1864
		% within rural	35.5%	36.1%	35.5%
	Important	Count	710	94	804
		% within rural	15.4%	14.7%	15.3%
	Not Very Important	Count	68	15	83
		% within rural	1.5%	2.4%	1.6%
	Not at All Important	Count	17	5	22
		% within rural	.4%	.8%	.4%
	Don't Know	Count	13	0	13
		% within rural	.3%	.0%	.2%
Total	Count	4608	638	5246	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Listed below are a number of [school] factors that may be important ... High school graduation rate	Critical	Count	1810	317	24	2151
		% within ethnicity	45.1%	58.4%	54.5%	46.8%
	Very Important	Count	1482	160	13	1655
		% within ethnicity	36.9%	29.5%	29.5%	36.0%
	Important	Count	631	60	6	697
		% within ethnicity	15.7%	11.0%	13.6%	15.2%
	Not Very Important	Count	68	4	0	72
		% within ethnicity	1.7%	.7%	.0%	1.6%
	Not at All Important	Count	15	2	0	17
		% within ethnicity	.4%	.4%	.0%	.4%
	Don't Know	Count	7	0	1	8
		% within ethnicity	.2%	.0%	2.3%	.2%
Total	Count		4013	543	44	4600
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is [the factor of] scores for college admissions tests (such as SAT or ACT)?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Listed below are a number of [school] factors that may be important ... Scores for College Admissions tests (such as SAT or ACT)	Critical	Count	875	117	992
		% within rural	19.0%	18.3%	18.9%
	Very Important	Count	1766	243	2009
		% within rural	38.3%	38.0%	38.3%
	Important	Count	1479	216	1695
		% within rural	32.1%	33.8%	32.3%
	Not Very Important	Count	395	54	449
		% within rural	8.6%	8.4%	8.6%
	Not at All Important	Count	78	10	88
		% within rural	1.7%	1.6%	1.7%
	Don't Know	Count	15	0	15
		% within rural	.3%	.0%	.3%
Total	Count		4608	640	5248
	% within rural		100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Listed below are a number of [school] factors that may be important ... Scores for College Admissions tests (such as SAT or ACT)	Critical	Count	701	132	19	852
		% within ethnicity	17.5%	24.4%	43.2%	18.5%
	Very Important	Count	1559	209	17	1785
		% within ethnicity	38.8%	38.6%	38.6%	38.8%
	Important	Count	1329	150	5	1484
		% within ethnicity	33.1%	27.7%	11.4%	32.3%
	Not Very Important	Count	349	42	2	393
		% within ethnicity	8.7%	7.7%	4.5%	8.5%
	Not at All Important	Count	67	9	0	76
		% within ethnicity	1.7%	1.7%	.0%	1.7%
	Don't Know	Count	10	0	1	11
		% within ethnicity	.2%	.0%	2.3%	.2%
	Total	Count	4015	542	44	4601
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Listed below are a number of factors that may be important in determining if a school is doing well. How important is offering advanced coursework (such as Advanced Placement or International Baccalaureate)?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Listed below are a number of [school] factors that may be important ... Offering advanced coursework (such as Advanced Placement or International Baccalaureate)	Critical	Count	1546	194	1740
		% within rural	33.5%	30.4%	33.2%
	Very Important	Count	1798	250	2048
		% within rural	39.0%	39.1%	39.0%
	Important	Count	1015	157	1172
		% within rural	22.0%	24.6%	22.3%
	Not Very Important	Count	193	27	220
		% within rural	4.2%	4.2%	4.2%
	Not at All Important	Count	26	11	37
		% within rural	.6%	1.7%	.7%
	Don't Know	Count	31	0	31
		% within rural	.7%	.0%	.6%
Total	Count	4609	639	5248	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Listed below are a number of [school] factors that may be important ... Offering advanced coursework (such as Advanced Placement or International Baccalaureate)	Critical	Count	1329	199	23	1551
		% within ethnicity	33.1%	36.7%	52.3%	33.7%
	Very Important	Count	1559	205	15	1779
		% within ethnicity	38.8%	37.8%	34.1%	38.7%
	Important	Count	914	111	4	1029
		% within ethnicity	22.8%	20.5%	9.1%	22.4%
	Not Very Important	Count	164	19	1	184
		% within ethnicity	4.1%	3.5%	2.3%	4.0%
	Not at All Important	Count	32	3	0	35
		% within ethnicity	.8%	.6%	.0%	.8%
	Don't Know	Count	16	5	1	22
		% within ethnicity	.4%	.9%	2.3%	.5%
Total	Count		4014	542	44	4600
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Given what you know about public elementary and high schools in the state, how great are the differences in achievement between students from advantaged backgrounds vs. students from disadvantaged backgrounds across the state?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Given what you know about public ... schools ... how great are differences in achievement between students from advantaged backgrounds vs. students from disadvantaged backgrounds across the state?	Very Large Differences	Count	1728	271	1999
		% within rural	38.1%	42.6%	38.7%
	Large Differences	Count	2123	292	2415
		% within rural	46.8%	45.9%	46.7%
	Small Differences	Count	441	51	492
		% within rural	9.7%	8.0%	9.5%
	No Differences	Count	51	10	61
		% within rural	1.1%	1.6%	1.2%
	Don't Know	Count	190	12	202
		% within rural	4.2%	1.9%	3.9%
	Total	Count	4533	636	5169
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Given what you know about public ... schools ... how great are differences in achievement between students from advantaged backgrounds vs. students from disadvantaged backgrounds across the state?	Very Large Differences	Count	1473	307	16	1796
		% within ethnicity	36.9%	57.0%	37.2%	39.2%
	Large Differences	Count	1907	199	19	2125
		% within ethnicity	47.7%	36.9%	44.2%	46.4%
	Small Differences	Count	413	24	5	442
		% within ethnicity	10.3%	4.5%	11.6%	9.7%
	No Differences	Count	47	2	0	49
		% within ethnicity	1.2%	.4%	.0%	1.1%
	Don't Know	Count	154	7	3	164
		% within ethnicity	3.9%	1.3%	7.0%	3.6%
	Total	Count	3994	539	43	4576
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Given what you know about public elementary and high schools in the state, how great are the differences in achievement between students from advantaged backgrounds vs. students from disadvantaged backgrounds across the state?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Given what you know about public ... schools ... how great are differences in achievement between students from advantaged backgrounds vs. students from disadvantaged backgrounds across the state?	Very Large Differences	Count	1728	271	1999
		% within rural	38.1%	42.6%	38.7%
	Large Differences	Count	2123	292	2415
		% within rural	46.8%	45.9%	46.7%
	Small Differences	Count	441	51	492
		% within rural	9.7%	8.0%	9.5%
	No Differences	Count	51	10	61
		% within rural	1.1%	1.6%	1.2%
	Don't Know	Count	190	12	202
		% within rural	4.2%	1.9%	3.9%
	Total	Count	4533	636	5169
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Given what you know about public ... schools ... how great are differences in achievement between students from advantaged backgrounds vs. students from disadvantaged backgrounds across the state?	Very Large Differences	Count	1473	307	16	1796
		% within ethnicity	36.9%	57.0%	37.2%	39.2%
	Large Differences	Count	1907	199	19	2125
		% within ethnicity	47.7%	36.9%	44.2%	46.4%
	Small Differences	Count	413	24	5	442
		% within ethnicity	10.3%	4.5%	11.6%	9.7%
	No Differences	Count	47	2	0	49
		% within ethnicity	1.2%	.4%	.0%	1.1%
	Don't Know	Count	154	7	3	164
		% within ethnicity	3.9%	1.3%	7.0%	3.6%
	Total	Count	3994	539	43	4576
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Given what you know about public elementary and high schools in the state, how great are the differences in achievement between Native English speaking students vs. students who have English as a second language across the state?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Given what you know about public ... schools ... how great are differences in achievement between Native English speaking students vs. students who have English as a second language across the state?	Very Large Differences	Count	963	164	1127
		% within rural	21.3%	25.9%	21.8%
	Large Differences	Count	2085	273	2358
		% within rural	46.0%	43.1%	45.7%
	Small Differences	Count	959	135	1094
		% within rural	21.2%	21.3%	21.2%
	No Differences	Count	75	10	85
		% within rural	1.7%	1.6%	1.6%
	Don't Know	Count	448	52	500
		% within rural	9.9%	8.2%	9.7%
	Total	Count	4530	634	5164
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Given what you know about public ... schools ... how great are differences in achievement between Native English speaking students vs. students who have English as a second language across the state?	Very Large Differences	Count	836	159	8	1003
		% within ethnicity	20.9%	29.6%	18.6%	21.9%
	Large Differences	Count	1831	255	15	2101
		% within ethnicity	45.9%	47.4%	34.9%	45.9%
	Small Differences	Count	859	84	16	959
		% within ethnicity	21.5%	15.6%	37.2%	21.0%
	No Differences	Count	70	4	1	75
		% within ethnicity	1.8%	.7%	2.3%	1.6%
	Don't Know	Count	396	36	3	435
		% within ethnicity	9.9%	6.7%	7.0%	9.5%
	Total	Count	3992	538	43	4573
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Given what you know about public elementary and high schools in the state, how great are the differences in achievement between students with a disability vs. students without a disability across the state?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Given what you know about public ... schools ... how great are differences in achievement between students with a disability vs. students without a disability across the state?	Very Large Differences	Count	1109	182	1291
		% within rural	24.5%	28.7%	25.0%
	Large Differences	Count	1861	266	2127
		% within rural	41.1%	42.0%	41.2%
	Small Differences	Count	993	126	1119
		% within rural	21.9%	19.9%	21.7%
	No Differences	Count	103	19	122
		% within rural	2.3%	3.0%	2.4%
	Don't Know	Count	464	41	505
		% within rural	10.2%	6.5%	9.8%
Total		Count	4530	634	5164
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Given what you know about public ... schools ... how great are differences in achievement between students with a disability vs. students without a disability across the state?	Very Large Differences	Count	947	190	9	1146
		% within ethnicity	23.7%	35.4%	20.9%	25.1%
	Large Differences	Count	1671	212	16	1899
		% within ethnicity	41.9%	39.6%	37.2%	41.5%
	Small Differences	Count	881	90	10	981
		% within ethnicity	22.1%	16.8%	23.3%	21.5%
	No Differences	Count	102	8	0	110
		% within ethnicity	2.6%	1.5%	.0%	2.4%
	Don't Know	Count	391	36	8	435
		% within ethnicity	9.8%	6.7%	18.6%	9.5%
	Total	Count	3992	536	43	4571
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Children entering first grade this fall [2008] will be graduating in the year 2020. What do you think is an acceptable graduation rate?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Children entering first grade this fall will be graduating in the year 2020. What do you think is an acceptable graduation rate?	70% or below	Count	323	72	395
		% within rural	7.1%	11.3%	7.6%
	75%	Count	324	51	375
		% within rural	7.1%	8.0%	7.2%
	80%	Count	702	98	800
		% within rural	15.5%	15.3%	15.5%
	85%	Count	898	126	1024
		% within rural	19.8%	19.7%	19.8%
	90%	Count	1181	155	1336
		% within rural	26.0%	24.3%	25.8%
	95%	Count	786	93	879
		% within rural	17.3%	14.6%	17.0%
	100%	Count	323	44	367
		% within rural	7.1%	6.9%	7.1%
Total		Count	4537	639	5176
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Children entering first grade this fall will be graduating in the year 2020. What do you think is an acceptable graduation rate?	70% or below	Count	269	54	6	329
		% within ethnicity	6.7%	9.9%	13.3%	7.2%
	75%	Count	290	44	2	336
		% within ethnicity	7.2%	8.1%	4.4%	7.3%
	80%	Count	653	57	2	712
		% within ethnicity	16.3%	10.5%	4.4%	15.5%
	85%	Count	811	103	10	924
		% within ethnicity	20.2%	19.0%	22.2%	20.1%
	90%	Count	1058	125	8	1191
		% within ethnicity	26.4%	23.0%	17.8%	25.9%
	95%	Count	667	103	8	778
		% within ethnicity	16.6%	19.0%	17.8%	16.9%
	100%	Count	259	57	9	325
		% within ethnicity	6.5%	10.5%	20.0%	7.1%
	Total	Count	4007	543	45	4595
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Along with educating individual students, schools also serve communities in a variety of other ways. Thinking about the schools in your community, how important are they for the following purposes? - As a source of community pride

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Along with educating individual students, schools also serve. . .	Critical	Count	1584	251	1835
		% within rural	35.0%	39.2%	35.5%
As a source of community pride	Very Important	Count	1978	269	2247
		% within rural	43.6%	42.0%	43.4%
	Important	Count	777	82	859
		% within rural	17.1%	12.8%	16.6%
	Not Very Important	Count	148	25	173
		% within rural	3.3%	3.9%	3.3%
	Not at All Important	Count	30	9	39
		% within rural	.7%	1.4%	.8%
	Don't Know	Count	15	4	19
		% within rural	.3%	.6%	.4%
Total		Count	4532	640	5172
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Along with educating individual students, schools also serve...	Critical	Count	1389	231	19	1639
		% within ethnicity	34.5%	42.4%	42.2%	35.5%
As a source of community pride	Very Important	Count	1777	219	20	2016
		% within ethnicity	44.2%	40.2%	44.4%	43.7%
	Important	Count	692	69	4	765
		% within ethnicity	17.2%	12.7%	8.9%	16.6%
	Not Very Important	Count	122	22	0	144
		% within ethnicity	3.0%	4.0%	.0%	3.1%
	Not at All Important	Count	32	2	0	34
		% within ethnicity	.8%	.4%	.0%	.7%
	Don't Know	Count	9	2	2	13
		% within ethnicity	.2%	.4%	4.4%	.3%
Total		Count	4021	545	45	4611
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Along with educating individual students, schools also serve communities in a variety of other ways. Thinking about the schools in your community, how important are they for the following purposes? - As a place for community members to meet

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Along with educating individual students, schools also serve... As a place for community members to meet	Critical	Count	712	125	837
		% within rural	15.7%	19.7%	16.2%
	Very Important	Count	1528	208	1736
		% within rural	33.8%	32.7%	33.7%
	Important	Count	1418	190	1608
		% within rural	31.4%	29.9%	31.2%
	Not Very Important	Count	706	88	794
		% within rural	15.6%	13.8%	15.4%
	Not at All Important	Count	127	19	146
		% within rural	2.8%	3.0%	2.8%
	Don't Know	Count	30	6	36
		% within rural	.7%	.9%	.7%
Total	Count	4521	636	5157	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Along with educating individual students, schools also serve... As a place for community members to meet	Critical	Count	574	149	13	736
		% within ethnicity	14.3%	27.3%	28.9%	16.0%
	Very Important	Count	1323	194	19	1536
		% within ethnicity	33.0%	35.6%	42.2%	33.4%
	Important	Count	1313	128	6	1447
		% within ethnicity	32.8%	23.5%	13.3%	31.5%
	Not Very Important	Count	652	61	2	715
		% within ethnicity	16.3%	11.2%	4.4%	15.6%
	Not at All Important	Count	122	7	3	132
		% within ethnicity	3.0%	1.3%	6.7%	2.9%
	Don't Know	Count	23	6	2	31
		% within ethnicity	.6%	1.1%	4.4%	.7%
Total	Count		4007	545	45	4597
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Along with educating individual students, schools also serve communities in a variety of other ways. Thinking about the schools in your community, how important are they for the following purposes? - As a location for recreational activities

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Along with educating individual students, schools also serve... As a location for recreational activities	Critical	Count	664	111	775
		% within rural	14.7%	17.3%	15.0%
	Very Important	Count	1318	203	1521
		% within rural	29.1%	31.7%	29.5%
	Important	Count	1507	187	1694
		% within rural	33.3%	29.2%	32.8%
	Not Very Important	Count	806	106	912
		% within rural	17.8%	16.6%	17.7%
	Not at All Important	Count	203	30	233
		% within rural	4.5%	4.7%	4.5%
	Don't Know	Count	26	3	29
		% within rural	.6%	.5%	.6%
Total	Count	4524	640	5164	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Along with educating individual students, schools also serve... As a location for recreational activities	Critical	Count	536	138	12	686
		% within ethnicity	13.3%	25.4%	27.3%	14.9%
	Very Important	Count	1137	182	15	1334
		% within ethnicity	28.3%	33.5%	34.1%	29.0%
	Important	Count	1365	148	9	1522
		% within ethnicity	34.0%	27.2%	20.5%	33.1%
	Not Very Important	Count	768	59	5	832
		% within ethnicity	19.1%	10.8%	11.4%	18.1%
	Not at All Important	Count	191	14	2	207
		% within ethnicity	4.8%	2.6%	4.5%	4.5%
	Don't Know	Count	20	3	1	24
		% within ethnicity	.5%	.6%	2.3%	.5%
Total	Count		4017	544	44	4605
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Along with educating individual students, schools also serve communities in a variety of other ways. Thinking about the schools in your community, how important are they for the following purposes? - As a symbol of community values

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Along with educating individual students, schools also serve... As a symbol of community values	Critical	Count	1709	278	1987
		% within rural	37.8%	43.6%	38.5%
	Very Important	Count	1721	219	1940
		% within rural	38.0%	34.3%	37.6%
	Important	Count	805	95	900
		% within rural	17.8%	14.9%	17.4%
	Not Very Important	Count	203	22	225
		% within rural	4.5%	3.4%	4.4%
	Not at All Important	Count	66	18	84
		% within rural	1.5%	2.8%	1.6%
	Don't Know	Count	20	6	26
		% within rural	.4%	.9%	.5%
Total	Count	4524	638	5162	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Along with educating individual students, schools also serve... As a symbol of community values	Critical	Count	1502	247	22	1771
		% within ethnicity	37.4%	45.6%	50.0%	38.5%
	Very Important	Count	1543	188	14	1745
		% within ethnicity	38.4%	34.7%	31.8%	37.9%
	Important	Count	713	77	5	795
		% within ethnicity	17.8%	14.2%	11.4%	17.3%
	Not Very Important	Count	179	19	1	199
		% within ethnicity	4.5%	3.5%	2.3%	4.3%
	Not at All Important	Count	61	8	1	70
		% within ethnicity	1.5%	1.5%	2.3%	1.5%
	Don't Know	Count	17	3	1	21
		% within ethnicity	.4%	.6%	2.3%	.5%
Total	Count		4015	542	44	4601
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Since 2004, South Carolina schools have had to improve their performance in order to earn higher ratings. What do you think of this practice?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Since 2004, South Carolina schools have had to improve their performance in order to earn higher ratings. What do you think of this practice?	Fair	Count	1458	202	1660
		% within rural	32.6%	31.9%	32.5%
	Unfair	Count	2627	383	3010
		% within rural	58.8%	60.5%	59.0%
	Don't know	Count	384	48	432
		% within rural	8.6%	7.6%	8.5%
Total	Count	4469	633	5102	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Since 2004, South Carolina schools have had to improve their performance in order to earn higher ratings. What do you think of this practice?	Fair	Count	1211	228	19	1458
		% within ethnicity	30.3%	42.6%	43.2%	31.9%
	Unfair	Count	2478	250	20	2748
		% within ethnicity	62.0%	46.7%	45.5%	60.1%
	Don't know	Count	308	57	5	370
		% within ethnicity	7.7%	10.7%	11.4%	8.1%
Total	Count	3997	535	44	4576	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who do not perform at grade level?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who <u>do not perform</u> at grade level?	0% - all should be performing at grade level	Count	242	37	279
		% within rural	5.4%	5.8%	5.5%
	under 10%	Count	2610	348	2958
		% within rural	58.6%	54.5%	58.1%
	10%-25%	Count	1191	194	1385
		% within rural	26.7%	30.4%	27.2%
	26% or more	Count	155	25	180
		% within rural	3.5%	3.9%	3.5%
	Don't know	Count	256	34	290
		% within rural	5.7%	5.3%	5.7%
Total		Count	4454	638	5092
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who <u>do not perform</u> at grade level?	0% - all should be performing at grade level	Count	186	53	1	240
		% within ethnicity	4.6%	9.8%	2.3%	5.2%
	under 10%	Count	2374	295	26	2695
		% within ethnicity	59.2%	54.3%	59.1%	58.7%
	10%-25%	Count	1138	109	10	1257
		% within ethnicity	28.4%	20.1%	22.7%	27.4%
	26% or more	Count	111	40	1	152
		% within ethnicity	2.8%	7.4%	2.3%	3.3%
	Don't know	Count	199	46	6	251
		% within ethnicity	5.0%	8.5%	13.6%	5.5%
	Total	Count	4008	543	44	4595
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who do not improve their performance from one year to the next?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who <u>do not improve</u> their performance from one year to the next?	0% - all should be performing at grade level	Count	434	53	487
		% within rural	9.8%	8.3%	9.6%
	under 10%	Count	2227	317	2544
		% within rural	50.2%	49.9%	50.2%
	10%-25%	Count	1140	184	1324
		% within rural	25.7%	29.0%	26.1%
	26% or more	Count	333	38	371
		% within rural	7.5%	6.0%	7.3%
	Don't know	Count	300	43	343
		% within rural	6.8%	6.8%	6.8%
Total		Count	4434	635	5069
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
In a school rated 'Excellent' in South Carolina, what would be an acceptable percentage of students who <u>do not improve</u> their performance from one year to the next?	0% - all should be performing at grade level	Count	336	85	6	427
		% within ethnicity	8.4%	15.8%	13.6%	9.3%
	under 10%	Count	2040	247	24	2311
		% within ethnicity	51.1%	46.0%	54.5%	50.5%
	10%-25%	Count	1072	127	6	1205
		% within ethnicity	26.8%	23.6%	13.6%	26.3%
	26% or more	Count	293	35	3	331
		% within ethnicity	7.3%	6.5%	6.8%	7.2%
	Don't know	Count	252	43	5	300
		% within ethnicity	6.3%	8.0%	11.4%	6.6%
	Total	Count	3993	537	44	4574
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

As people across South Carolina think about spending on schools, do you think funds should be targeted toward schools that have the lowest test scores or schools where test scores show little or no improvement over time?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
As people across South Carolina think about spending on schools, do you think funds should be targeted toward schools that have the lowest test scores or schools where test scores show little or no improvement over time?	Low test scores	Count	532	66	598
		% within rural	11.9%	10.3%	11.7%
	Low improvement in scores	Count	326	52	378
		% within rural	7.3%	8.1%	7.4%
	Both equally	Count	3340	496	3836
		% within rural	74.7%	77.6%	75.0%
	Don't know	Count	276	25	301
		% within rural	6.2%	3.9%	5.9%
	Total	Count	4474	639	5113
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
As people across South Carolina think about spending on schools, do you think funds should be targeted toward schools that have the lowest test scores or schools where test scores show little or no improvement over time?	Low test scores	Count	481	65	8	554
		% within ethnicity	12.0%	12.0%	18.2%	12.1%
	Low improvement in scores	Count	301	33	4	338
		% within ethnicity	7.5%	6.1%	9.1%	7.4%
	Both equally	Count	2989	418	28	3435
		% within ethnicity	74.7%	77.3%	63.6%	74.9%
	Don't know	Count	231	25	4	260
		% within ethnicity	5.8%	4.6%	9.1%	5.7%
Total	Count		4002	541	44	4587
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends... The school climate promotes academic achievement

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Now, think about the school your oldest child attends... The school climate promotes academic achievement	Strongly Agree	Count	1786	234	2020
		% within rural	51.0%	45.6%	50.3%
	Agree	Count	1416	220	1636
		% within rural	40.5%	42.9%	40.8%
	Disagree	Count	237	42	279
		% within rural	6.8%	8.2%	7.0%
	Strongly Disagree	Count	60	17	77
		% within rural	1.7%	3.3%	1.9%
	Total	Count	3499	513	4012
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends... The school climate promotes academic achievement	Strongly Agree	Count	1582	246	21	1849
		% within ethnicity	50.2%	52.6%	55.3%	50.5%
	Agree	Count	1291	187	14	1492
		% within ethnicity	40.9%	40.0%	36.8%	40.8%
	Disagree	Count	220	28	3	251
		% within ethnicity	7.0%	6.0%	7.9%	6.9%
	Strongly Disagree	Count	61	7	0	68
		% within ethnicity	1.9%	1.5%	.0%	1.9%
	Total	Count	3154	468	38	3660
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...When someone at the school does a good job it is properly recognized.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Now, think about the school your oldest child attends... When someone at the school does a good job it is properly recognized.	Strongly Agree	Count	1015	138	1153
		% within rural	29.1%	27.1%	28.8%
	Agree	Count	1735	244	1979
		% within rural	49.7%	47.9%	49.5%
	Disagree	Count	644	109	753
		% within rural	18.5%	21.4%	18.8%
	Strongly Disagree	Count	94	18	112
		% within rural	2.7%	3.5%	2.8%
	Total	Count	3488	509	3997
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends...	Strongly Agree	Count	876	162	17	1055
		% within ethnicity	27.9%	34.6%	44.7%	28.9%
When someone at the school does a good job it is properly recognized.	Agree	Count	1582	216	15	1813
		% within ethnicity	50.4%	46.2%	39.5%	49.7%
	Disagree	Count	598	77	6	681
		% within ethnicity	19.0%	16.5%	15.8%	18.7%
	Strongly Disagree	Count	85	13	0	98
		% within ethnicity	2.7%	2.8%	.0%	2.7%
Total		Count	3141	468	38	3647
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Teachers have the preparation needed for the subject they are teaching.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Now, think about the school your oldest child attends... Teachers have the preparation needed for the subject they are teaching.	Strongly Agree	Count	1223	157	1380
		% within rural	35.1%	30.4%	34.5%
	Agree	Count	1838	282	2120
		% within rural	52.7%	54.7%	52.9%
	Disagree	Count	345	62	407
		% within rural	9.9%	12.0%	10.2%
	Strongly Disagree	Count	83	15	98
		% within rural	2.4%	2.9%	2.4%
	Total	Count	3489	516	4005
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends...	Strongly Agree	Count	1088	149	18	1255
		% within ethnicity	34.5%	32.2%	47.4%	34.4%
Teachers have the preparation needed for the subject they are teaching.	Agree	Count	1665	258	14	1937
		% within ethnicity	52.8%	55.7%	36.8%	53.0%
	Disagree	Count	324	42	5	371
		% within ethnicity	10.3%	9.1%	13.2%	10.2%
	Strongly Disagree	Count	74	14	1	89
		% within ethnicity	2.3%	3.0%	2.6%	2.4%
Total		Count	3151	463	38	3652
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Students have the preparation needed for the subject they are learning.

Web Survey Crosstab – Community Type

			rural		Total	
			Non-rural	Rural		
Now, think about the school your oldest child attends... Students have the preparation needed for the subject they are learning.	Strongly Agree	Count	959	123	1082	
		% within rural	27.5%	24.0%	27.1%	
	Agree	Count	1829	264	2093	
		% within rural	52.5%	51.5%	52.4%	
	Disagree	Count	608	107	715	
		% within rural	17.5%	20.9%	17.9%	
	Strongly Disagree	Count	87	19	106	
		% within rural	2.5%	3.7%	2.7%	
	Total		Count	3483	513	3996
			% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends...	Strongly Agree	Count	847	127	16	990
		% within ethnicity	27.0%	27.3%	42.1%	27.2%
Students have the preparation needed for the subject they are learning.	Agree	Count	1657	248	14	1919
		% within ethnicity	52.8%	53.2%	36.8%	52.6%
	Disagree	Count	560	79	6	645
		% within ethnicity	17.8%	17.0%	15.8%	17.7%
	Strongly Disagree	Count	77	12	2	91
		% within ethnicity	2.5%	2.6%	5.3%	2.5%
Total	Count		3141	466	38	3645
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Student behavior is a barrier to learning.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Now, think about the school your oldest child attends... Student behavior is a barrier to learning.	Strongly Agree	Count	1204	230	1434
		% within rural	34.5%	44.7%	35.8%
	Agree	Count	1036	145	1181
		% within rural	29.7%	28.2%	29.5%
	Disagree	Count	895	106	1001
		% within rural	25.6%	20.6%	25.0%
	Strongly Disagree	Count	359	33	392
		% within rural	10.3%	6.4%	9.8%
	Total	Count	3494	514	4008
		% within rural	100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends... Student behavior is a barrier to learning.	Strongly Agree	Count	1087	193	15	1295
		% within ethnicity	34.5%	41.2%	39.5%	35.4%
	Agree	Count	900	154	13	1067
		% within ethnicity	28.6%	32.9%	34.2%	29.2%
	Disagree	Count	833	89	4	926
		% within ethnicity	26.5%	19.0%	10.5%	25.3%
	Strongly Disagree	Count	329	32	6	367
		% within ethnicity	10.4%	6.8%	15.8%	10.0%
	Total	Count	3149	468	38	3655
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Parents and families do not provide support at home for academic achievement.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Now, think about the school your oldest child attends... Parents and families do not provide support at home for academic achievement.	Strongly Agree	Count	652	137	789
		% within rural	18.7%	26.7%	19.7%
	Agree	Count	1031	182	1213
		% within rural	29.6%	35.5%	30.3%
	Disagree	Count	1291	143	1434
		% within rural	37.0%	27.9%	35.8%
	Strongly Disagree	Count	515	51	566
		% within rural	14.8%	9.9%	14.1%
	Total	Count	3489	513	4002
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends...	Strongly Agree	Count	628	77	8	713
		% within ethnicity	20.0%	16.5%	21.1%	19.5%
Parents and families do not provide support at home for academic achievement.	Agree	Count	940	146	12	1098
		% within ethnicity	29.9%	31.2%	31.6%	30.1%
	Disagree	Count	1146	169	9	1324
		% within ethnicity	36.4%	36.1%	23.7%	36.2%
	Strongly Disagree	Count	433	76	9	518
		% within ethnicity	13.8%	16.2%	23.7%	14.2%
Total		Count	3147	468	38	3653
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...The community environment does not support academic achievement.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Now, think about the school your oldest child attends... The community environment does not support academic achievement.	Strongly Agree	Count	359	68	427
		% within rural	10.3%	13.3%	10.7%
	Agree	Count	720	136	856
		% within rural	20.7%	26.5%	21.4%
	Disagree	Count	1757	235	1992
		% within rural	50.4%	45.8%	49.8%
	Strongly Disagree	Count	649	74	723
		% within rural	18.6%	14.4%	18.1%
Total	Count	3485	513	3998	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends... The community environment does not support academic achievement.	Strongly Agree	Count	308	65	9	382
		% within ethnicity	9.8%	13.9%	23.7%	10.5%
	Agree	Count	657	104	4	765
		% within ethnicity	20.9%	22.2%	10.5%	21.0%
	Disagree	Count	1617	204	14	1835
		% within ethnicity	51.4%	43.6%	36.8%	50.3%
	Strongly Disagree	Count	562	95	11	668
		% within ethnicity	17.9%	20.3%	28.9%	18.3%
Total	Count	3144	468	38	3650	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...The school lacks the books, equipment and other instructional material needed in the classroom.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Now, think about the school your oldest child attends... The school lacks the books, equipment and other instructional material needed in the classroom.	Strongly Agree	Count	293	62	355
		% within rural	8.4%	12.1%	8.9%
	Agree	Count	626	103	729
		% within rural	18.0%	20.0%	18.2%
	Disagree	Count	1759	253	2012
		% within rural	50.4%	49.2%	50.3%
	Strongly Disagree	Count	809	96	905
		% within rural	23.2%	18.7%	22.6%
Total	Count	3487	514	4001	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends... The school lacks the books, equipment and other instructional material needed in the classroom.	Strongly Agree	Count	246	62	3	311
		% within ethnicity	7.8%	13.3%	7.9%	8.5%
	Agree	Count	562	90	4	656
		% within ethnicity	17.8%	19.4%	10.5%	17.9%
	Disagree	Count	1648	189	16	1853
		% within ethnicity	52.3%	40.6%	42.1%	50.7%
	Strongly Disagree	Count	697	124	15	836
		% within ethnicity	22.1%	26.7%	39.5%	22.9%
Total		Count	3153	465	38	3656
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Too much time is spent on testing and not enough time on teaching.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Now, think about the school your oldest child attends... Too much time is spent on testing and not enough time on teaching.	Strongly Agree	Count	1086	160	1246
		% within rural	31.1%	31.3%	31.1%
	Agree	Count	1224	201	1425
		% within rural	35.0%	39.3%	35.6%
	Disagree	Count	966	129	1095
		% within rural	27.6%	25.2%	27.3%
	Strongly Disagree	Count	220	22	242
		% within rural	6.3%	4.3%	6.0%
Total	Count	3496	512	4008	
	% within rural	100.0%	100.0%	100.0%	

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends... Too much time is spent on testing and not enough time on teaching.	Strongly Agree	Count	1012	122	9	1143
		% within ethnicity	32.1%	26.1%	23.7%	31.2%
	Agree	Count	1122	168	8	1298
		% within ethnicity	35.6%	35.9%	21.1%	35.5%
	Disagree	Count	835	146	15	996
		% within ethnicity	26.5%	31.2%	39.5%	27.2%
	Strongly Disagree	Count	184	32	6	222
		% within ethnicity	5.8%	6.8%	15.8%	6.1%
	Total	Count	3153	468	38	3659
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...The school keeps raising requirements so some children will never be able to succeed.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Now, think about the school your oldest child attends... The school keeps raising requirements so some children will never be able to succeed.	Strongly Agree	Count	625	95	720
		% within rural	18.0%	18.6%	18.0%
	Agree	Count	923	151	1074
		% within rural	26.5%	29.5%	26.9%
	Disagree	Count	1525	213	1738
		% within rural	43.8%	41.6%	43.6%
	Strongly Disagree	Count	405	53	458
		% within rural	11.6%	10.4%	11.5%
Total	Count	3478	512	3990	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends... The school keeps raising requirements so some children will never be able to succeed.	Strongly Agree	Count	566	87	5	658
		% within ethnicity	18.0%	18.7%	13.2%	18.0%
	Agree	Count	841	128	11	980
		% within ethnicity	26.8%	27.5%	28.9%	26.9%
	Disagree	Count	1375	208	15	1598
		% within ethnicity	43.7%	44.7%	39.5%	43.8%
	Strongly Disagree	Count	361	42	7	410
		% within ethnicity	11.5%	9.0%	18.4%	11.2%
Total		Count	3143	465	38	3646
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...The principal provides appropriate leadership.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Now, think about the school your oldest child attends... The principal provides appropriate leadership.	Strongly Agree	Count	1213	159	1372
		% within rural	34.8%	30.9%	34.3%
	Agree	Count	1654	247	1901
		% within rural	47.5%	48.1%	47.5%
	Disagree	Count	401	64	465
		% within rural	11.5%	12.5%	11.6%
	Strongly Disagree	Count	216	44	260
		% within rural	6.2%	8.6%	6.5%
	Total	Count	3484	514	3998
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends... The principal provides appropriate leadership.	Strongly Agree	Count	1083	169	19	1271
		% within ethnicity	34.4%	36.4%	50.0%	34.8%
	Agree	Count	1507	206	13	1726
		% within ethnicity	47.9%	44.4%	34.2%	47.3%
	Disagree	Count	359	58	3	420
		% within ethnicity	11.4%	12.5%	7.9%	11.5%
	Strongly Disagree	Count	200	31	3	234
		% within ethnicity	6.4%	6.7%	7.9%	6.4%
	Total	Count	3149	464	38	3651
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Next think about state achievement tests in South Carolina ... These tests help individual students learn.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
These tests [state achievement tests] help individual students learn.	Strongly Agree	Count	93	14	107
		% within rural	2.8%	2.9%	2.8%
	Agree	Count	548	93	641
		% within rural	16.7%	18.9%	17.0%
	Disagree	Count	1549	234	1783
		% within rural	47.3%	47.7%	47.3%
	Strongly Disagree	Count	981	139	1120
		% within rural	29.9%	28.3%	29.7%
	Don't Know	Count	107	11	118
		% within rural	3.3%	2.2%	3.1%
	Total	Count	3278	491	3769
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [state achievement tests] help individual students learn.	Strongly Agree	Count	58	24	10	92
		% within ethnicity	1.9%	5.4%	26.3%	2.6%
	Agree	Count	454	119	7	580
		% within ethnicity	15.1%	26.7%	18.4%	16.6%
	Disagree	Count	1475	193	12	1680
		% within ethnicity	48.9%	43.4%	31.6%	48.0%
	Strongly Disagree	Count	942	93	7	1042
		% within ethnicity	31.3%	20.9%	18.4%	29.8%
	Don't Know	Count	85	16	2	103
		% within ethnicity	2.8%	3.6%	5.3%	2.9%
	Total	Count	3014	445	38	3497
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends...Teachers who do a good job are properly recognized.

Web Survey Crosstab – Community Type

			rural		Total	
			Non-rural	Rural		
Now, think about the school your oldest child attends... Teachers who do a good job are properly recognized.	Strongly Agree	Count	658	92	750	
		% within rural	19.0%	18.0%	18.8%	
	Agree	Count	1731	243	1974	
		% within rural	49.9%	47.5%	49.6%	
	Disagree	Count	891	140	1031	
		% within rural	25.7%	27.3%	25.9%	
	Strongly Disagree	Count	189	37	226	
		% within rural	5.4%	7.2%	5.7%	
	Total		Count	3469	512	3981
			% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends...	Strongly Agree	Count	573	99	15	687
		% within ethnicity	18.3%	21.2%	39.5%	18.9%
Teachers who do a good job are properly recognized.	Agree	Count	1595	211	15	1821
		% within ethnicity	50.9%	45.3%	39.5%	50.1%
	Disagree	Count	803	122	6	931
		% within ethnicity	25.6%	26.2%	15.8%	25.6%
	Strongly Disagree	Count	161	34	2	197
		% within ethnicity	5.1%	7.3%	5.3%	5.4%
Total		Count	3132	466	38	3636
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Now, think about the school your oldest child attends... Teachers can do a poor job and nothing is done about it.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Now, think about the school your oldest child attends... Teachers can do a poor job and nothing is done about it.	Strongly Agree	Count	624	112	736
		% within rural	18.0%	21.9%	18.5%
	Agree	Count	1120	163	1283
		% within rural	32.2%	31.9%	32.2%
	Disagree	Count	1321	190	1511
		% within rural	38.0%	37.2%	37.9%
	Strongly Disagree	Count	411	46	457
		% within rural	11.8%	9.0%	11.5%
	Total	Count	3476	511	3987
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Now, think about the school your oldest child attends...	Strongly Agree	Count	583	77	8	668
		% within ethnicity	18.6%	16.5%	21.1%	18.3%
Teachers can do a poor job and nothing is done about it.	Agree	Count	1039	127	8	1174
		% within ethnicity	33.1%	27.1%	21.1%	32.2%
	Disagree	Count	1181	192	11	1384
		% within ethnicity	37.7%	41.0%	28.9%	38.0%
	Strongly Disagree	Count	332	72	11	415
		% within ethnicity	10.6%	15.4%	28.9%	11.4%
Total		Count	3135	468	38	3641
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Using the A, B, C, D, and F scale again, what grade would you give the school your oldest child attends?

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Using the A, B, C, D, and F scale again, what grade would you give the school your oldest child attends?	A	Count	1112	119	1231
		% within rural	32.4%	23.5%	31.2%
	B	Count	1363	198	1561
		% within rural	39.7%	39.1%	39.6%
	C	Count	571	104	675
		% within rural	16.6%	20.5%	17.1%
	D	Count	145	43	188
		% within rural	4.2%	8.5%	4.8%
	F	Count	66	19	85
		% within rural	1.9%	3.7%	2.2%
	Don't know	Count	179	24	203
		% within rural	5.2%	4.7%	5.1%
Total	Count	3436	507	3943	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Using the A, B, C, D, and F scale again, what grade would you give the school your oldest child attends?	A	Count	1003	120	19	1142
		% within ethnicity	32.3%	26.0%	48.7%	31.7%
	B	Count	1235	188	13	1436
		% within ethnicity	39.8%	40.7%	33.3%	39.9%
	C	Count	520	85	5	610
		% within ethnicity	16.8%	18.4%	12.8%	16.9%
	D	Count	135	26	1	162
		% within ethnicity	4.4%	5.6%	2.6%	4.5%
	F	Count	63	10	0	73
		% within ethnicity	2.0%	2.2%	.0%	2.0%
	Don't know	Count	145	33	1	179
		% within ethnicity	4.7%	7.1%	2.6%	5.0%
Total	Count	3101	462	39	3602	
	% within ethnicity	100.0%	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

First, think about ongoing subject-based classroom tests... These tests produce unnecessary child stress.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
First, think about ongoing subject-based classroom tests ... These tests produce unnecessary child stress.	Strongly Agree	Count	527	67	594
		% within rural	15.3%	13.0%	15.0%
	Agree	Count	892	124	1016
		% within rural	25.8%	24.1%	25.6%
	Disagree	Count	1612	266	1878
		% within rural	46.7%	51.7%	47.3%
	Strongly Disagree	Count	334	44	378
		% within rural	9.7%	8.5%	9.5%
	Don't Know	Count	90	14	104
		% within rural	2.6%	2.7%	2.6%
	Total	Count	3455	515	3970
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
First, think about ongoing subject-based classroom tests ... These tests produce unnecessary child stress.	Strongly Agree	Count	477	65	2	544
		% within ethnicity	15.1%	13.8%	5.3%	14.8%
	Agree	Count	789	151	7	947
		% within ethnicity	25.0%	32.1%	18.4%	25.8%
	Disagree	Count	1507	204	20	1731
		% within ethnicity	47.7%	43.3%	52.6%	47.2%
	Strongly Disagree	Count	310	35	8	353
		% within ethnicity	9.8%	7.4%	21.1%	9.6%
	Don't Know	Count	76	16	1	93
		% within ethnicity	2.4%	3.4%	2.6%	2.5%
	Total	Count	3159	471	38	3668
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

First, think about ongoing subject-based classroom tests... These tests help individual students learn.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
These tests [classroom tests] help individual students learn.	Strongly Agree	Count	334	47	381
		% within rural	9.7%	9.1%	9.6%
	Agree	Count	1577	262	1839
		% within rural	45.7%	51.0%	46.4%
	Disagree	Count	947	124	1071
		% within rural	27.4%	24.1%	27.0%
	Strongly Disagree	Count	494	72	566
		% within rural	14.3%	14.0%	14.3%
	Don't Know	Count	99	9	108
		% within rural	2.9%	1.8%	2.7%
	Total	Count	3451	514	3965
		% within rural	100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [classroom tests] help individual students learn.	Strongly Agree	Count	275	63	14	352
		% within ethnicity	8.7%	13.4%	36.8%	9.6%
	Agree	Count	1467	204	13	1684
		% within ethnicity	46.5%	43.4%	34.2%	46.0%
	Disagree	Count	859	138	8	1005
		% within ethnicity	27.2%	29.4%	21.1%	27.4%
	Strongly Disagree	Count	477	49	2	528
		% within ethnicity	15.1%	10.4%	5.3%	14.4%
	Don't Know	Count	77	16	1	94
		% within ethnicity	2.4%	3.4%	2.6%	2.6%
	Total	Count	3155	470	38	3663
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

First, think about ongoing subject-based classroom tests...These tests promote better school achievement.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
These tests [classroom tests] promote better school achievement.	Strongly Agree	Count	354	38	392
		% within rural	10.3%	7.4%	9.9%
	Agree	Count	1618	254	1872
		% within rural	46.9%	49.3%	47.2%
	Disagree	Count	963	154	1117
		% within rural	27.9%	29.9%	28.2%
	Strongly Disagree	Count	380	54	434
		% within rural	11.0%	10.5%	10.9%
	Don't Know	Count	138	15	153
		% within rural	4.0%	2.9%	3.9%
Total	Count	3453	515	3968	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [classroom tests] promote better school achievement.	Strongly Agree	Count	283	66	14	363
		% within ethnicity	9.0%	14.0%	36.8%	9.9%
	Agree	Count	1509	206	15	1730
		% within ethnicity	47.8%	43.8%	39.5%	47.2%
	Disagree	Count	889	135	7	1031
		% within ethnicity	28.1%	28.7%	18.4%	28.1%
	Strongly Disagree	Count	357	44	1	402
		% within ethnicity	11.3%	9.4%	2.6%	11.0%
	Don't Know	Count	121	19	1	141
		% within ethnicity	3.8%	4.0%	2.6%	3.8%
	Total	Count	3159	470	38	3667
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

First, think about ongoing subject-based classroom tests...These tests help the principal evaluate teachers.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
These tests [classroom tests] help the principal evaluate teachers.	Strongly Agree	Count	163	20	183
		% within rural	4.7%	3.9%	4.6%
	Agree	Count	955	135	1090
		% within rural	27.7%	26.2%	27.5%
	Disagree	Count	1341	214	1555
		% within rural	38.9%	41.6%	39.2%
	Strongly Disagree	Count	664	108	772
		% within rural	19.3%	21.0%	19.5%
	Don't Know	Count	324	38	362
		% within rural	9.4%	7.4%	9.1%
Total	Count	3447	515	3962	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [classroom tests] help the principal evaluate teachers.	Strongly Agree	Count	136	27	4	167
		% within ethnicity	4.3%	5.8%	10.5%	4.6%
	Agree	Count	845	144	13	1002
		% within ethnicity	26.8%	30.8%	34.2%	27.4%
	Disagree	Count	1249	183	14	1446
		% within ethnicity	39.6%	39.1%	36.8%	39.5%
	Strongly Disagree	Count	643	66	3	712
		% within ethnicity	20.4%	14.1%	7.9%	19.4%
	Don't Know	Count	284	48	4	336
		% within ethnicity	9.0%	10.3%	10.5%	9.2%
	Total	Count	3157	468	38	3663
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Next think about state achievement tests in South Carolina ... These tests produce unnecessary child stress.

Web Survey Crosstab - Community Type

			rural		Total
			Non-rural	Rural	
Next think about state achievement tests in South Carolina. These tests produce unnecessary child stress.	Strongly Agree	Count	1110	149	1259
		% within rural	33.8%	30.4%	33.4%
	Agree	Count	1220	186	1406
		% within rural	37.2%	38.0%	37.3%
	Disagree	Count	744	125	869
		% within rural	22.7%	25.5%	23.1%
	Strongly Disagree	Count	109	16	125
		% within rural	3.3%	3.3%	3.3%
	Don't Know	Count	97	14	111
		% within rural	3.0%	2.9%	2.9%
Total	Count	3280	490	3770	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Next think about state achievement tests in South Carolina. These tests produce unnecessary child stress.	Strongly Agree	Count	1027	134	8	1169
		% within ethnicity	34.1%	30.0%	21.1%	33.4%
	Agree	Count	1127	183	10	1320
		% within ethnicity	37.4%	41.0%	26.3%	37.7%
	Disagree	Count	685	101	12	798
		% within ethnicity	22.7%	22.6%	31.6%	22.8%
	Strongly Disagree	Count	91	16	7	114
		% within ethnicity	3.0%	3.6%	18.4%	3.3%
	Don't Know	Count	84	12	1	97
		% within ethnicity	2.8%	2.7%	2.6%	2.8%
	Total	Count	3014	446	38	3498
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Next think about state achievement tests in South Carolina ...These tests promote better school achievement.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
These tests [state achievement tests] promote better school achievement.	Strongly Agree	Count	114	18	132
		% within rural	3.5%	3.7%	3.5%
	Agree	Count	901	125	1026
		% within rural	27.5%	25.5%	27.2%
	Disagree	Count	1355	227	1582
		% within rural	41.3%	46.2%	42.0%
	Strongly Disagree	Count	767	100	867
		% within rural	23.4%	20.4%	23.0%
	Don't Know	Count	141	21	162
		% within rural	4.3%	4.3%	4.3%
Total	Count	3278	491	3769	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [state achievement tests] promote better school achievement.	Strongly Agree	Count	76	31	9	116
		% within ethnicity	2.5%	7.0%	23.7%	3.3%
	Agree	Count	803	133	15	951
		% within ethnicity	26.6%	30.0%	39.5%	27.2%
	Disagree	Count	1288	183	9	1480
		% within ethnicity	42.7%	41.2%	23.7%	42.3%
	Strongly Disagree	Count	719	80	4	803
		% within ethnicity	23.8%	18.0%	10.5%	23.0%
	Don't Know	Count	129	17	1	147
		% within ethnicity	4.3%	3.8%	2.6%	4.2%
	Total	Count	3015	444	38	3497
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

[illegible]

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Next think about state achievement tests in South Carolina ...These tests help the principal evaluate teachers.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
These tests [state achievement tests] help the principal evaluate teachers.	Strongly Agree	Count	134	25	159
		% within rural	4.1%	5.1%	4.2%
	Agree	Count	787	111	898
		% within rural	24.1%	22.7%	23.9%
	Disagree	Count	1273	202	1475
		% within rural	39.0%	41.4%	39.3%
	Strongly Disagree	Count	835	123	958
		% within rural	25.6%	25.2%	25.5%
	Don't Know	Count	239	27	266
		% within rural	7.3%	5.5%	7.1%
Total	Count	3268	488	3756	
	% within rural	100.0%	100.0%	100.0%	

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [state achievement tests] help the principal evaluate teachers.	Strongly Agree	Count	111	27	5	143
		% within ethnicity	3.7%	6.1%	13.2%	4.1%
	Agree	Count	704	121	12	837
		% within ethnicity	23.4%	27.4%	31.6%	24.0%
	Disagree	Count	1174	172	15	1361
		% within ethnicity	39.1%	38.9%	39.5%	39.1%
	Strongly Disagree	Count	803	90	3	896
		% within ethnicity	26.7%	20.4%	7.9%	25.7%
	Don't Know	Count	212	32	3	247
		% within ethnicity	7.1%	7.2%	7.9%	7.1%
	Total	Count	3004	442	38	3484
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Finally, think about college admissions tests such as SAT/ACT ... These tests produce unnecessary child stress.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
Finally, think about college admissions tests such as SAT/ACT ... These tests produce unnecessary child stress.	Strongly Agree	Count	765	117	882
		% within rural	22.9%	23.5%	23.0%
	Agree	Count	1191	172	1363
		% within rural	35.7%	34.6%	35.5%
	Disagree	Count	1084	162	1246
		% within rural	32.5%	32.6%	32.5%
	Strongly Disagree	Count	148	25	173
		% within rural	4.4%	5.0%	4.5%
	Don't Know	Count	151	21	172
		% within rural	4.5%	4.2%	4.5%
Total	Count	3339	497	3836	
	% within rural	100.0%	100.0%	100.0%	

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
Finally, think about college admissions tests such as SAT/ACT ... These tests produce unnecessary child stress.	Strongly Agree	Count	708	105	5	818
		% within ethnicity	23.0%	23.0%	13.2%	22.9%
	Agree	Count	1087	174	12	1273
		% within ethnicity	35.3%	38.2%	31.6%	35.6%
	Disagree	Count	998	148	14	1160
		% within ethnicity	32.4%	32.5%	36.8%	32.5%
	Strongly Disagree	Count	142	12	6	160
		% within ethnicity	4.6%	2.6%	15.8%	4.5%
	Don't Know	Count	142	17	1	160
		% within ethnicity	4.6%	3.7%	2.6%	4.5%
Total	Count		3077	456	38	3571
	% within ethnicity		100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Finally, think about college admissions tests such as SAT/ACT ... These tests help individual students learn.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
These tests [SAT/ACT] help individual students learn.	Strongly Agree	Count	104	17	121
		% within rural	3.1%	3.4%	3.2%
	Agree	Count	695	119	814
		% within rural	20.8%	23.9%	21.2%
	Disagree	Count	1717	244	1961
		% within rural	51.5%	49.1%	51.2%
	Strongly Disagree	Count	643	97	740
		% within rural	19.3%	19.5%	19.3%
	Don't Know	Count	177	20	197
		% within rural	5.3%	4.0%	5.1%
	Total	Count	3336	497	3833
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [SAT/ACT] help individual students learn.	Strongly Agree	Count	77	18	10	105
		% within ethnicity	2.5%	4.0%	26.3%	2.9%
	Agree	Count	620	124	11	755
		% within ethnicity	20.2%	27.3%	28.9%	21.2%
	Disagree	Count	1607	214	10	1831
		% within ethnicity	52.3%	47.1%	26.3%	51.3%
	Strongly Disagree	Count	603	80	6	689
		% within ethnicity	19.6%	17.6%	15.8%	19.3%
	Don't Know	Count	168	18	1	187
		% within ethnicity	5.5%	4.0%	2.6%	5.2%
	Total	Count	3075	454	38	3567
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Finally, think about college admissions tests such as SAT/ACT ...These tests promote better school achievement.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
These tests [SAT/ACT] promote better school achievement.	Strongly Agree	Count	137	15	152
		% within rural	4.1%	3.0%	4.0%
	Agree	Count	990	157	1147
		% within rural	29.7%	31.6%	30.0%
	Disagree	Count	1457	217	1674
		% within rural	43.7%	43.7%	43.7%
	Strongly Disagree	Count	539	81	620
		% within rural	16.2%	16.3%	16.2%
	Don't Know	Count	209	27	236
		% within rural	6.3%	5.4%	6.2%
	Total	Count	3332	497	3829
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [SAT/ACT] promote better school achievement.	Strongly Agree	Count	104	27	9	140
		% within ethnicity	3.4%	5.9%	23.7%	3.9%
	Agree	Count	899	147	12	1058
		% within ethnicity	29.3%	32.2%	31.6%	29.7%
	Disagree	Count	1357	194	13	1564
		% within ethnicity	44.2%	42.5%	34.2%	43.9%
	Strongly Disagree	Count	508	67	2	577
		% within ethnicity	16.5%	14.7%	5.3%	16.2%
	Don't Know	Count	202	21	2	225
		% within ethnicity	6.6%	4.6%	5.3%	6.3%
	Total	Count	3070	456	38	3564
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

Responses by
 Community Type [rural/non-rural] estimated by Zip code/US census 2000
 Ethnicity [African American, White, Other] based on demographic responses
 Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Question:

Finally, think about college admissions tests such as SAT/ACT ...These tests help the principal evaluate teachers.

Web Survey Crosstab – Community Type

			rural		Total
			Non-rural	Rural	
These tests [SAT/ACT] help the principal evaluate teachers.	Strongly Agree	Count	77	14	91
		% within rural	2.3%	2.8%	2.4%
	Agree	Count	426	71	497
		% within rural	12.8%	14.3%	13.0%
	Disagree	Count	1606	232	1838
		% within rural	48.3%	46.7%	48.1%
	Strongly Disagree	Count	877	138	1015
		% within rural	26.4%	27.8%	26.5%
	Don't Know	Count	341	42	383
		% within rural	10.2%	8.5%	10.0%
	Total	Count	3327	497	3824
		% within rural	100.0%	100.0%	100.0%

Responses by
Community Type [rural/non-rural] estimated by Zip code/US census 2000
Ethnicity [African American, White, Other] based on demographic responses
Poverty Level [0 to 5%, 6 to 10%, 11 to 15%, 16 to 20%, 21 to 25%, >25%] estimated by Zip code/US census 2000

Web Survey Crosstab - Ethnicity

			ethnicity			Total
			White	African American	Other	
These tests [SAT/ACT] help the principal evaluate teachers.	Strongly Agree	Count	56	23	3	82
		% within ethnicity	1.8%	5.1%	7.9%	2.3%
	Agree	Count	371	78	8	457
		% within ethnicity	12.1%	17.3%	21.1%	12.8%
	Disagree	Count	1485	210	18	1713
		% within ethnicity	48.3%	46.5%	47.4%	48.1%
	Strongly Disagree	Count	841	100	7	948
		% within ethnicity	27.4%	22.1%	18.4%	26.6%
	Don't Know	Count	319	41	2	362
		% within ethnicity	10.4%	9.1%	5.3%	10.2%
	Total	Count	3072	452	38	3562
		% within ethnicity	100.0%	100.0%	100.0%	100.0%

